



MARK SCHEME

Paper 2 World History

Maximum Mark: 60

Subject Code: 05

Paper Code: 21-102

2026

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptions.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptions in mind.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level is the best fit. In practice, work does not always match one level precisely so a judgement may need to be made between two or more levels.

Once a best-fit level has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work convincingly meets the level, award the highest mark.
- If the candidate's work adequately meets the level, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work just meets the level, award the lowest mark.

ANNOTATIONS

The following annotations are used in marking this paper and should be used by markers.

Annotation	Use or meaning
✓	Correct and relevant point made in answering the question.
X	Incorrect point or error made.
REP	Repeat
A	An extraneous figure
BOD	Benefit of the doubt given.
SEEN	Noted but no credit given
OF	Own figure

SECTION A [10 Marks]

Answer **all** the questions

Question I

[10]

For each question, there are **FOUR** responses: **A**, **B**, **C** and **D**. Choose the corresponding letter of your response and **CIRCLE** it. If you change your answer, cross out the previous response clearly and circle your new answer. **NO** score will be awarded if you circle more than **ONE** letter.

1. Which historian is considered as the “Father of Scientific History”?
 - A Tacitus
 - B Polybius
 - C Herodotus
 - D **Thucydides**
2. What type of historical knowledge is primarily preserved through oral history?
 - A Official government policies and their long-term legal effects.
 - B Military strategies and detailed accounts of major battles fought.
 - C Economic data and statistical analysis of historical trade patterns.
 - D **Personal experiences and voices of people with lived experiences.**
3. What was the immediate cause of World War I?
 - A The signing of the Treaty of Versailles in June 1919.
 - B The naval arms race between Germany and Great Britain.
 - C The annexation of Bosnia by the Austria-Hungarian Empire.
 - D **The assassination of Archduke Franz Ferdinand in 1914.**
4. A person speaks kindly and does not gossip. Which part of the Eightfold Path is the person practising?
 - A Right Action
 - B **Right Speech**
 - C Right Livelihood
 - D Right Mindfulness
5. Which date is observed to commemorate Lord Buddha’s Parinirvana, also known as Duechen Ngazom?
 - A first day of the first calendar month
 - B tenth day of the third calendar month
 - C thirtieth day of the sixth calendar month
 - D **fifteenth day of the fourth calendar month**
6. What was the primary role of logographers in ancient Greek historiography?
 - A compose epic poetry about gods and heroes
 - B translate Egyptian hieroglyphs into Greek writing
 - C analyse historical events using scientific methods
 - D **record oral traditions and myths in simple prose**

7. Which one of the ideas was promoted by the enlightenment thinkers in Europe?
- A Follow old traditions without any question
 - B Religion should control all daily life aspects
 - C Kings must have complete power over subjects
 - D **Use reason to improve society and government**
8. Why were King Louis XVI and Queen Marie Antoinette executed?
- A refused to levy taxes upon the nobility.
 - B failed to alleviate the national famine.
 - C **convicted for treason against the nation.**
 - D endeavoured to flee and sought foreign invasion.
9. Which evidence suggests that the Indus Valley people had a well-planned urban city?
- A giant tombs and pyramids.
 - B majestic palaces in major cities.
 - C extensive city and defensive walls.
 - D **grid-pattern streets and drainage systems.**
10. Why did British use racial ideas during their colonial rule in India?
- A deny equal living standards to Indian subjects under their rule.
 - B extract raw materials and export them to Britain for economic gain.
 - C prevent any genuine cultural exchange between British and Indian societies.
 - D **sustain colonial dominance by dividing Indian communities for control.**

SECTION B [30 Marks]Answer **all** Questions

Question	Answer	Marks	Additional Guidance
Question II (1)	Describe FOUR reasons for considering race as a social construct. Indicative content Students may include the following points • Race is a concept that has been created by human societies based on visible physical traits such as skin colour, hair texture, and facial features and does not exist in nature. (1) • Racial categories are not permanent and can change over time as societies evolve. For example, Irish and Italian immigrants were once considered inferior in the United States but later became accepted as part of the mainstream group. (1) • All humans share approximately 99.9% of their DNA, which scientifically proves that race is not a biological reality. (1) • It is society that determines who belongs to which racial group based on cultural and historical contexts. (1) The concept of race has been used to justify inequality, discrimination, and the creation of social hierarchies. (1)	4	✓ Award 1 mark per distinct valid point. ✓ Must link race as a social construct. ✓ Accept other relevant points
Question II (2)	Explain how the the inventions of Mesopotamian civilisation continue to influence the modern world. Support with THREE evidences. Indicative content • The wheel revolutionised transport and remains essential in modern vehicles, machinery, and industrial equipment. • The plough improved farming efficiency and contributed to modern agricultural tools and large-scale food production. • Cuneiform writing enabled record-keeping and communication, laying the foundation for modern education, administration, and documentation.	6	✓ Award marks based on the quality and development of the explanation, not merely the number of inventions identified. ✓ The response must establish a clear link between the invention and its influence on modern society.

- Astronomy: The lunar calendar influenced modern calendars used for farming, festivals, and daily organisation.
- Architecture: Ziggurats influenced later architectural designs, including monumental buildings and religious structures.
- Mudbrick construction techniques have inspired modern sustainable building practices.
- Irrigation systems contributed to modern water management and agricultural production.
- Skilled craftsmanship in metalwork and sculpture influenced modern art, design, and cultural expression.
- Long-distance trade networks established the foundation for modern global trade and economic systems.
- Bronze tools (metallurgy) advanced agriculture and warfare, leading to modern metalworking and engineering.

Marking Descriptor Scheme

Level	Descriptor	Marks
3	Explains three relevant Mesopotamian inventions and clearly establishes how each invention continues to influence modern society. The response is accurate, relevant and well developed.	5–6
2	Explains two relevant Mesopotamian inventions and establishes links between the inventions and their influence on modern society. The response is generally relevant but may lack development or detail.	3–4
1	Identifies one relevant Mesopotamian invention and provides a limited explanation of its influence on modern society. The link is unclear or insufficiently developed.	1–2
0	No relevant response, or the response is incorrect and does not demonstrate understanding of the question.	0

- ✓ Do not award full marks for merely naming inventions without explaining their influence.
- ✓ Award marks for any other relevant and historically accurate points.

Question III (1)	Describe FOUR consequences of the First World War. Indicative content • The Treaty of Versailles (1919) imposed harsh terms on Germany, including the war guilt clause, heavy reparations, and territorial losses. (1) • Woodrow Wilson's Fourteen Points proposed a vision for lasting peace, leading to the creation of the League of Nations. (1) • The League of Nations was established to promote collective security and international cooperation. (1) • However, the League faced challenges, including the exclusion of key powers like the USA and USSR, which weakened its authority. (1) • The League's failure to prevent aggression contributed to the collapse of collective security. (1) • New nation-states were created in Eastern Europe, such as Poland, Czechoslovakia, and Yugoslavia. (1) • The treaty brought short-term peace but created long-term resentment in Germany due to humiliation and economic hardship. (1) • Economic instability and political unrest led to the rise of authoritarian regimes and extremist ideologies. (1) • The harsh terms of the treaty and the failure of the League sowed the seeds of the Second World War. (1)	4	✓ Award 1 mark for each correct distinct point (max 4). ✓ Accept other valid answers.
Question III (2)	Explain how oral history contributes to historical understanding. Support with THREE points. Indicative content • Oral history records personal experiences and memories of individuals who lived through historical events. • It gives a voice to marginalised/ underprivileged groups, such as women, minorities, and ordinary people, who are often ignored in written records. • It helps create a more complete and inclusive picture of the past.	6	✓ Responses must explain how oral history contributes to understanding the past. ✓ Award credit for THREE distinct and relevant points. ✓ Each point must be explained, not merely identified.

• It preserves cultural traditions, languages, stories, and customs that might otherwise be lost. • It helps communities maintain their identity and pass down knowledge to future generations. • It provides local and personal perspectives on major events like wars, migrations, and social changes. • It adds human emotion and depth to historical narratives, making history more relatable and engaging. • It allows historians to explore topics that were never recorded in official documents. Marking Descriptor Scheme <table><tr><th>Level</th><th>Descriptor</th><th>Marks</th></tr><tr><td>4</td><td>Provides a thorough and well-developed explanation of THREE ways oral history contributes to historical understanding. Uses relevant and accurate historical reasoning and clearly supports each point.</td><td>5–6</td></tr><tr><td>3</td><td>Provides a clear explanation of THREE relevant ways oral history contributes to historical understanding. Most points are well supported with appropriate explanation.</td><td>3–4</td></tr><tr><td>2</td><td>Provides some explanation of TWO relevant ways oral history contributes to historical understanding. Responses show a basic understanding but may lack development or clarity.</td><td>2</td></tr><tr><td>1</td><td>Identifies ONE relevant way oral history contributes to historical understanding, with limited explanation.</td><td>1</td></tr><tr><td>0</td><td>Provides no relevant response or demonstrates no understanding of how oral history contributes to historical understanding.</td><td>0</td></tr></table>	Level	Descriptor	Marks	4	Provides a thorough and well-developed explanation of THREE ways oral history contributes to historical understanding. Uses relevant and accurate historical reasoning and clearly supports each point.	5–6	3	Provides a clear explanation of THREE relevant ways oral history contributes to historical understanding. Most points are well supported with appropriate explanation.	3–4	2	Provides some explanation of TWO relevant ways oral history contributes to historical understanding. Responses show a basic understanding but may lack development or clarity.	2	1	Identifies ONE relevant way oral history contributes to historical understanding, with limited explanation.	1	0	Provides no relevant response or demonstrates no understanding of how oral history contributes to historical understanding.	0	✓ Accept any relevant and historically valid responses beyond the indicative content. ✓ Where more than THREE points are given, credit the best THREE explained points
Level	Descriptor	Marks																	
4	Provides a thorough and well-developed explanation of THREE ways oral history contributes to historical understanding. Uses relevant and accurate historical reasoning and clearly supports each point.	5–6																	
3	Provides a clear explanation of THREE relevant ways oral history contributes to historical understanding. Most points are well supported with appropriate explanation.	3–4																	
2	Provides some explanation of TWO relevant ways oral history contributes to historical understanding. Responses show a basic understanding but may lack development or clarity.	2																	
1	Identifies ONE relevant way oral history contributes to historical understanding, with limited explanation.	1																	
0	Provides no relevant response or demonstrates no understanding of how oral history contributes to historical understanding.	0																	

Question IV (1)	Describe FOUR factors that led to the emergence of Buddhism in 6th century BC. Indicative content • The decline of Vedic ritualism and Brahmanical dominance created space for new religious ideas. (1) • The growth of urban centres, such as trade cities like Taxila and Varanasi, led to new ways of living and thinking. (1) • The expansion of trade routes and the rise of merchant and artisan classes brought new wealth and social mobility. (1) • The growing social questioning of caste privileges and rituals challenged the authority of the Brahmins. (1) • People became dissatisfied with the rigid caste hierarchy and sought more inclusive beliefs. (1) • The emergence of Buddhism and Jainism as reform movements offered alternatives to orthodox Brahmanical beliefs. (1) • These new religions rejected the caste system, opposed animal sacrifices, and taught in simple languages. (1) • Buddha and Mahavira attracted followers from all social classes, including merchants, artisans, and ordinary people. (1)	4	✓ Award 1 mark for each distinct and relevant factor, up to 4 marks. ✓ Responses must link the factor to the emergence of Buddhism. ✓ Do not award marks for merely naming a factor without showing its relevance. ✓ Accept other relevant and historically valid factors. ✓ Where more than four factors are given, credit the best four valid points.
Question IV (2)	Explain how environmental factors influenced the urban planning of the Indus Valley Civilisation? Support with THREE evidences. Indicative content • Cities were built on raised platforms to protect against seasonal floods from nearby rivers. • Advanced drainage and well systems were developed to manage water supply and waste, showing adaptation to the local environment.		✓ Award 2 marks for each distinct environmental factor that is clearly linked to urban planning. (Maximum 6 marks) ✓ The response must explain how the environment

- Grid-pattern streets allowed for efficient water flow and waste management during heavy rains.
- Standardised baked bricks were used for construction, which were durable and resistant to flood damage.
- The Great Bath shows community adaptation to water management and public hygiene.
- The location of cities near rivers provided water for farming, trade, and daily life.
- Irrigation systems were developed to control water supply for agriculture during dry seasons.
- The use of local resources such as clay for bricks and water for irrigation reflects sustainable adaptation to the environment.

Marking Descriptor Scheme

Level	Descriptor	Marks
3	Explains three relevant inventions of Mesopotamian civilisation and clearly establishes how each invention continues to influence modern society. The response is relevant, accurate, and well developed.	5–6
2	Explains two relevant inventions and makes some clear links to their influence on modern society. The response is generally accurate but may lack development or detail.	3–4
1	Identifies one relevant invention and provides a limited explanation of its influence on modern society. Links may be unclear or insufficiently developed.	1–2
0	No relevant response, or the response is incorrect and does not demonstrate understanding of the question.	0

influenced the planning or design of cities.

- ✓ Award credit for any other relevant and historically valid evidence.
- ✓ Where more than THREE factors are provided, credit the best THREE explained factors.
- ✓ award marks to any other relevant points.

SECTION C [20 Marks] Answer any two questions			
Question V (1)	The history of a monastery should be written using examined historical sources rather than relying on religious scriptures. How far do you agree? Indicative content • Historical sources such as inscriptions, manuscripts, architectural evidence, archaeological remains, official records, and oral accounts can provide evidence that can be examined, compared, and corroborated. • Historians can assess the reliability, purpose, context, and limitations of different sources before using them to construct the history of a monastery. • Religious scriptures are valuable because they may preserve information about the monastery's foundation, important religious figures, traditions, beliefs, and significant events. • Religious texts may contain religious beliefs, legends, miracles, and interpretations that need to be critically examined before being accepted as historical evidence. • Using multiple types of sources allows historians to cross-check information and develop a more balanced account. • Archaeological and architectural evidence can help establish the age, development, function, and changes of a monastery. • Oral traditions and local accounts can preserve information that may not have been recorded in written sources, but they should also be critically evaluated and corroborated.	10	✓ Reward answers that demonstrate analysis and evaluation rather than simple description. ✓ Credit arguments both supporting and challenging the statement. ✓ Candidates should make clear judgements about how far they agree. ✓ Reward the use of relevant examples and different types of historical sources. ✓ Accept other relevant, historically valid arguments.

- Religious scriptures should therefore not necessarily be rejected, but should be used alongside other historical evidence and evaluated critically.
- A reliable history of a monastery should distinguish between faith-based accounts and historically verifiable evidence.
- Overall, examined historical sources provide a stronger basis for historical reconstruction, while religious scriptures can serve as valuable supplementary sources when critically examined.

Marking descriptor Scheme

Level	Descriptor	Marks
4	Demonstrates well-developed analysis and evaluation of the value and limitations of historical sources and religious scriptures. Uses several relevant arguments and/or examples, considers both sides of the issue, and reaches a clear, well-supported judgement on how far the statement is valid.	8–10
3	Demonstrates sound analysis of the use of historical sources and religious scriptures. Provides relevant arguments with some explanation and considers more than one perspective. Reaches a supported judgement, though it may not be fully developed.	5–7
2	Demonstrates some understanding of the issue. Provides relevant points about historical sources and/or religious scriptures, but analysis is limited and the response is mainly descriptive. Judgement is limited or insufficiently supported.	3–4
1	Demonstrates basic understanding of the topic. Provides simple or general statements with little explanation or evaluation. No clear or supported judgement.	1–2
0	No relevant response, or the response does not demonstrate understanding of the question.	0

Question V (2)	Source A Herrmann argues that the land-based military arms race was a major cause of the First World War. He explains that Russia's rapid rearmament after 1912 increased tensions and made war more likely. Military mobilisation plans reduced the chances for peaceful negotiation during crises. Although the Anglo-German naval arms race created mistrust, Herrmann believes that the expansion of European armies played a greater role in causing the war. <i>From Herrmann, David G. The Arming of Europe and the Making of the First World War. Princeton University Press, 1996.</i> Source B Rubinstein (2003) says that economic rivalry between Britain and Germany was a major cause of the First World War. Germany's fast industrial growth threatened Britain's position as the top economic power, creating tension. Competition for markets, trade, and raw materials increased hostility between the two countries. Britain feared that Germany would take over its trade routes and colonies. This economic competition made war more likely, as both nations wanted to protect their economic interests. <i>From Rubinstein, W.D. 'The First World War, 1914–18.' In Twentieth-Century Britain. Palgrave, 2003</i> Which source do you prefer to explain the causes of the First World War? Explain your answer. Indicative content	10	✓ Students may prefer either source, provided the preference is supported with valid reasoning. ✓ Focus on why one source is more useful/convincing than the other. ✓ Credit evaluation of source content, provenance and contextual knowledge. ✓ Higher-level responses should compare both sources rather than discuss only the preferred source. ✓ Accept relevant contextual knowledge about militarism, alliances, imperialism, nationalism, economic rivalry and the July Crisis. ✓ Do not award high marks for simple description or summary of the sources. ✓ Accept other relevant and historically valid arguments.

	Students may prefer either Source A or Source B, provided the preference is supported. Source A - Identifies military arms race/militarism as a major cause of the First World War. (1) - Explains how European rearmament and mobilisation increased the likelihood of war. (1) - Uses Russia's rapid rearmament after 1912 as supporting evidence. (1) - May recognise the role of the Anglo-German naval arms race in increasing mistrust. (1) - May be supported by contextual knowledge of militarism, mobilisation, alliances and the July Crisis. (1) Source B - Identifies economic rivalry between Britain and Germany as a major cause. (1) - Explains how Germany's rapid industrial growth challenged Britain. (1) - Explains competition for markets, trade, raw materials and colonies. (1) - May recognise the connection between economic rivalry and imperial competition. (1) - May be supported by contextual knowledge of Anglo-German rivalry and imperialism. (1) Source Comparison and Evaluation - Compares the strengths and/or limitations of Source A and Source B in explaining the causes of the First World War. (1) - Reaches a clear and supported judgement about which source is more convincing. (1)		
--	---	--	--

Marking Descriptor Scheme

Level	Descriptor	Marks
4	Evaluates and compares both sources effectively. Uses relevant source content and contextual knowledge to explain why one source provides a more convincing explanation of the causes of the First World War. Reaches a well-supported judgement.	8–10
3	Explains and evaluates both sources with relevant supporting evidence. Makes a clear comparison and reaches a supported judgement about which source is preferred.	5–7
2	Demonstrates understanding of both sources and gives a preference with some explanation. Comparison or evaluation is limited and supporting knowledge may be general.	3–4
1	Identifies a preferred source and gives a simple explanation based mainly on the source content.	1–2
0	No relevant response or response does not demonstrate understanding of the sources or the question.	0

Question V (3)	The teachings of the Buddha provide effective solutions to modern conflicts and social issues. How far do you agree? Indicative content	10	✓ Accept agree, disagree, or balanced responses if appropriately supported.
-------------------	---	----	---

	Students may agree, disagree, or take a balanced view, provided the response is supported with relevant arguments. • Non-violence (Ahimsa) promotes peaceful approaches to resolving conflicts. (1) • The Four Noble Truths help explain the causes of suffering and encourage people to address its underlying causes. (1) • The Noble Eightfold Path promotes right speech, right action, and right livelihood, which can reduce conflict and harmful behaviour. (1) • Compassion and loving-kindness (Metta) encourage empathy, tolerance, and respect for others. (1) • Middle Way encourages balance and avoidance of extremes, which can support peaceful decision-making. (1) • Teachings on non-attachment and desire can help address greed, materialism, and dissatisfaction. (1) • Buddhist teachings can contribute to social harmony, tolerance, and peaceful coexistence. (1) • However, Buddhist teachings alone cannot solve complex modern problems such as war, political conflict, inequality, poverty, and discrimination, which also require social, political, and economic solutions. (1) • Modern conflicts may involve structural and political causes that require negotiation, laws, institutions, and international cooperation in addition to personal ethics. (1)		✓ Responses must relate Buddha's teachings to modern conflicts and social issues. ✓ Credit relevant examples or contemporary applications were used appropriately. ✓ Higher-level responses should consider both the strengths and limitations of applying Buddhist teachings to modern issues. ✓ Reward a clear and justified judgement on <i>how far</i> the student agrees. ✓ Accept other relevant and historically valid arguments.
--	--	--	--

	Marking descriptor Scheme				
	Level	Descriptor	Marks		
	4	Provides a well-developed and balanced evaluation of the extent to which Buddha's teachings provide solutions to modern conflicts and social issues. Uses relevant teachings and examples to support arguments and reaches a clear, justified judgement.	9–10		
	3	Provides a clear evaluation of Buddha's teachings in relation to modern conflicts and social issues. Uses relevant teachings to support the argument and reaches a supported conclusion.	6–8		
	2	Demonstrates a basic understanding of how Buddha's teachings may address modern conflicts and social issues. Provides some relevant explanation but evaluation and judgement are limited.	3–5		
	1	Identifies relevant Buddhist teachings or makes simple statements about their relevance to modern conflicts and social issues, with limited explanation.	1–2		
	0	No relevant response or response does not demonstrate understanding of the question.	0		
Question V (4)	To what extent did the cultural practices of the Indus Valley Civilisation continue in later South Asian societies? Indicative content Students may argue that some cultural practices continued, while others changed or disappeared. Relevant responses may include:			10	✓ Responses must focus on the extent of continuity, not simply describe Indus Valley cultural practices. ✓ Credit evidence of both continuity and change.

	• Religious practices such as worship of fertility figures, sacred animals, and nature continued in later South Asian religious traditions. (1) • The worship of certain animals, particularly cattle, remained important in later Hindu traditions. (1) • The use of bathing and water for ritual purification continued in later South Asian religious practices. (1) • Bangles, jewellery, ornaments, and decorative traditions continued in later South Asian societies. (1) • Craft traditions, including pottery, bead-making, metalwork, and textile production, continued and developed further. (1) • Elements of urban planning, drainage, and water management influenced later settlement practices, although direct continuity is difficult to establish. (1) • Agricultural practices and the cultivation of crops such as wheat, barley, and cotton continued in later South Asian societies. (1) • Some cultural practices changed significantly or cannot be directly linked to the Indus Valley Civilisation because of limited written evidence. (1) • Later South Asian societies developed new religious, social, political, and cultural practices, showing that continuity was not complete. (1)		✓ Accept any relevant and historically valid examples of cultural practices. ✓ Do not require students to prove direct influence where evidence for continuity is uncertain. ✓ Higher-level responses should make a clear judgement about how far Indus Valley cultural practices continued in later South Asian societies.
--	---	--	---

Marking descriptor Scheme				
Level	Descriptor	Marks		
4	Provides a well-developed and balanced evaluation of the extent of cultural continuity. Uses several relevant examples of both continuity and change and reaches a clear, well-supported judgement.	9–10		
3	Provides a clear explanation of cultural practices that continued in later South Asian societies, with some consideration of change. Uses relevant examples and reaches a supported judgement.	6–8		
2	Demonstrates a basic understanding of cultural continuity. Provides some relevant examples but explanation of continuity, change, or extent is limited.	3–5		
1	Identifies one or more cultural practices that may have continued, with limited explanation of their significance or continuity.	1–2		
0	No relevant response or response does not demonstrate understanding of the question.	0		